

Comprehensive Progress Report

Mission:

Our mission is to educate and prepare all students to be college and career ready.

- Create a safe nurturing environment where students become lifelong learners who are enthusiastic to learn and succeed.
- Encourage students and staff to become community leaders who collaborate with one another to grow socially and academically.

Vision:

- Forge trusting relationships with our community in order to provide a legacy to the next generation.
- Create globally aware students who respect the beliefs, cultures, and traditions of those around them and learn from the differences of others.

Goals:

By June of 2023 students composite reading proficiency will be 41.6%. 3rd grade 40% 4th grade 40% 5th grade 45%

By June 2023 students math composite proficiency will be 51%. 3rd grade 50% 4th grade 53% 5th grade 50%

By June 2023 student attendance percentage will increase from 94% to 96%.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		BARK Chart is included in daily announcements. The BARK charts are posted in various locations around the school to remind the students of the expectations. The chart is adjusted for expectations in different locations such as: classroom, cafeteria, bus, playground, hallways. Daily review of in class expectations.	Limited Development 08/20/2019		
<i>How it will look when fully met:</i>		At Laurel Mill we are a PBIS school and utilize BARK chart daily which is read during morning announcements.K-2 Classes implement whole group class incentives, "glow and grow" notes to parents. Grades 3-5 uses Google Classroom and School Messenger along with specials. School and classroom expectations are to be reviewed daily by the classroom teacher.		Nicole Marshall	06/10/2024
Actions			0 of 6 (0%)		
10/18/22	Complete an annual SEL screener provided by the district twice a year.			Renesha Leonard	06/01/2023
<i>Notes:</i>					
10/18/22	The Guidance Counselor will provide montly grade level sessions based on grade levels need.			Renesha Leonard	06/01/2023
<i>Notes:</i>					
10/18/22	The Guidance Counselor will provide individual sessions as needed.			Renesha Leonard	06/01/2023
<i>Notes:</i>					
10/18/22	Review school based mental health needs during monthly attendance meeting with adminstration staff, guidance counselor, and school social worker.			Genie Faulkner	06/01/2023
<i>Notes:</i>					
10/18/22	K-5 teachers will nominate a student who exhibits the monthly character trait to be recognized during morning announcements. Nominations will be submitted via google form.			Renesha Leonard	06/01/2023
<i>Notes:</i>					

10/18/22	The Guidance counselor will provide teachers with a "Request for Counseling Service" google form to prompt services needed for specific student. This form can be accessed on the LMES Hub.		Renesha Leonard	06/01/2023
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	District teams for Reading and Math will prioritize standards and make sure they follow the pacing established by the county. The team will work to unpack the standards and preview the post assessments to check for alignment to the standards. This will ensure all schools are using the same measure to determine grades and mastery of objectives. If the grade level determines an alternate assessment is needed, they will create it and get feedback from the instructional coach before using the alternate assessment.		Limited Development 08/20/2019		
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How it will look when fully met:	Grade levels are using county-wide, teacher-made units and assessments to plan, implement, teach, and assess appropriate reading and math instruction aligned to standards. Teachers will utilize the "Curriculum Unit Feedback" form to provide suggestions to the FCA team or they can share their concerns with the school representative of FCA if there is one. The school representative will also share corrections and additions to the curriculum units with their school.			Amanda Lynch	06/09/2024
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Actions			1 of 3 (33%)		
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10/4/21	The school selected representative will attend district planning meetings for the FCA team and complete independent work assignments need to keep improving the quality of the units.	Complete 06/01/2022	Genie Faulkner	06/01/2022
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<i>Notes:</i>				
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11/2/22	Our IC will participate in the district's process for choosing the new ELA Core.		Amanda Lynch	01/30/2023
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<i>Notes:</i>				
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11/2/22	Our teachers will implement the new ELA core the district chooses.		Amanda Lynch	06/10/2024
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<i>Notes:</i>				
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Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		In August 2019, a committee of members from each grade level, guidance, and administration, was created to generate the MTSS Support Team. The team's purpose is to analyze data and fully implement the MTSS process for student growth and development.	Limited Development 08/20/2019		
<i>How it will look when fully met:</i>		<p>At full implementation, the MTSS team will reinforce instructional strategies and analyze data to improve student academic success. The teachers will access the school MTSS matrix for Reading and/or Math to find research based interventions that can be used. The team will meet on a regular basis to review data and coach teachers through the process. Teachers will track data, improve interventions, and provide support for academic success.</p> <p>Teachers will use a tiered instructional system to deliver evidence-based instruction aligned with the individual needs of students across all tiers, and will have specific data that supports effective interventions.</p>		Kelly Herring	06/10/2023
Actions			5 of 7 (71%)		
	4/26/21	Implementation of Statewide Corrective Action for all students currently in MTSS during the 2020-2021 school year	Complete 04/30/2021	Amanda Lynch	04/30/2021
<i>Notes:</i>					
	9/17/21	Teachers will develop intervention groups based on specific data for targeted individuals.	Complete 11/01/2021	Amanda Lynch	11/01/2021
<i>Notes:</i>					
	9/28/21	Due to the pandemic, teachers will spend more time with tier I instruction while differentiating learning in small groups.	Complete 06/10/2022	Dakisha Perry	06/10/2022
<i>Notes:</i>					
	10/4/21	Teachers will monitor iReady, short cycle assessments and/or mCLASS.	Complete 06/10/2022	Amanda Lynch	06/10/2022
<i>Notes:</i>					
	10/18/22	K-3 Intervention will analyze benchmark data from mCLASS to create groups based on similar needs and provide instruction using HillRAP.		Amanda Lynch	06/01/2023

<i>Notes:</i>						
10/18/22	4th-5th Tutor will provide remediation to students who need support based on NC Check-in data.			Amanda Lynch	06/01/2023	
<i>Notes:</i>						
9/17/21	The MTSS team will meet every month to monitor progress of intervention plans.			Complete 06/10/2022	Amanda Lynch 06/10/2023	
<i>Notes:</i>						
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently our teachers manage day to day emotional behaviors in the classroom and draw on support from our student support services, their PLC and administrative team as needed.		Limited Development 08/20/2019		
<i>How it will look when fully met:</i>		<p>We will have a community built on mutual trust and respect. Authentic interactions will take place between all members of our school community. Our students will be empowered to build, nurture, and restore relationships with their peers. We will have a decrease in negative behaviors and incidents of bullying. Teachers will be responsive to students' emotional states, guide students in the management of their emotions. Teachers will arrange for support and interventions when necessary through our MTSS processes.</p> <p>At full implementation, we will see an increase in supportive, trusting relationships amongst all school stakeholders. Students will be provided with tiered levels of support and interventions to help them develop their ability to embrace and manage their emotions. Social thinking skills and interventions will be taught to students through our student support staff. The school will complete a universal screener for SEL three times a year to identify areas of need.</p>			Monique DeRocher	06/10/2023
Actions				3 of 6 (50%)		
11/24/20	Train teachers on the use of the SRSS (SEL screener).			Complete 10/01/2021	Amanda Lynch	11/24/2020

<i>Notes:</i>				
9/28/21	Our guidance counselor developed a Google Form guidance referral to make it easier for teachers to request assistance with student needs.	Complete 10/04/2021	Renesha Leonard	10/04/2021
<i>Notes:</i>				
9/28/21	Our guidance counselor will incorporate character traits into her guidance instruction.	Complete 06/10/2022	Renesha Leonard	06/10/2022
<i>Notes:</i>				
10/18/22	Teachers will nominate students who exhibit the montly character trait to be recognized during morning announcements.		Renesha Leonard	06/01/2023
<i>Notes:</i>				
10/18/22	The Guidance Counselor will provide grade level sessions monthly and individual counseling sessions as needed.		Renesha Leonard	06/01/2023
<i>Notes:</i>				
10/18/22	Teachers will complete the SEL screener twice a year.		Renesha Leonard	06/01/2023
<i>Notes:</i>				

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently develop and implement consistent and intentional plans that help students as they transition to the next grade level. We have orientation for up-coming kindergartners and Open House for rising First through Fifth graders. We continuously have cross-grade level data discussions to support student achievement from grade to grade.	Limited Development 08/20/2019		
<i>How it will look when fully met:</i>		With full implementation, we will continue to use Open House and Kindergarten orientation for easy transition steps. We will look at student achievement through county and state assessments. We will also develop plans to further student success through MTSS. Teachers review and discuss MTSS folders for all Tier and PEP students to ensure rigorous instruction and learning is occurring from the beginning of the year.		Jill Overton	06/10/2023
Actions			3 of 4 (75%)		
	9/17/21	We will continue to have staggered entry for kindergarteners at the beginning of each school year for students to be tested. They are also able to meet the teacher on an individual basis and get familiar with the school.	Complete 08/27/2021	Jill Overton	08/27/2021
<i>Notes:</i>					
	9/17/21	We will continue to have kindergarten registration in the spring of each year.	Complete 06/10/2022	Jill Overton	06/10/2022
<i>Notes:</i>					
	10/4/21	School leadership will work with our feeder middle school to set a day and time for rising 6th grade tour of the middle school.	Complete 06/10/2022	Renesha Leonard	06/10/2022
<i>Notes:</i>					
	10/18/22	The school will plan MTSS data discussion monthly during PLC meetings. Specific days will be labeled as MTSS data days on a PLC calendar.		Amanda Lynch	06/01/2023
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our LEA has a team in place that is organized and supports the school improvement process.	Limited Development 08/21/2019		
<i>How it will look when fully met:</i>		At full implementation, our plan will have received feedback from the district team and will be approved by the Franklin County Board of Education.	Objective Met	Genie Faulkner	06/01/2020
Actions			2 of 2 (100%)		
	8/21/19	3 indicators will be assessed with actions and evidence.	Complete 09/19/2019	Genie Faulkner	06/09/2019
<i>Notes:</i>					
	8/21/19	All 12 indicators will be assessed.	Complete 09/09/2019	Genie Faulkner	09/13/2019
<i>Notes:</i>					
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our team is established and we have a schedule in place to meet twice a month. We have selected the 12 key indicators and have chosen the top 3 we will focus on for the year.	Limited Development 06/12/2019		
<i>How it will look when fully met:</i>		We will have mi-monthly meeting with agendas and minutes in place. All data and evidence will be uploaded. Our SIT will meet to monitor the progress of our SIP by collecting and analyzing evidence for each indicator. The MTSS team will meet to review student data.	Objective Met	Amanda Lynch	06/11/2021
Actions			2 of 2 (100%)		
	9/23/19	A schedule will be made of our twice a month meetings.	Complete 09/23/2019	Genie Faulkner	09/23/2019
<i>Notes:</i>					

10/2/19	By the end of the year we will have all meeting agendas and minutes of our School Improvement Team Meetings documented.	Complete 06/11/2021	Amanda Lynch	06/10/2021
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	<p>Currently our school is using Indistar to manage our school improvement plan and set goals for full implementation of the 12 indicators. The school has a template that is used for PLC meetings. Teachers utilize this template to create an agenda for their PLC meetings which are held weekly. All members of the leadership team attend all grade level PLC meetings. The schedule for PLC meetings is created at the beginning of the year with a calendar denoting whether it's a data day, MTSS day, or LETRS day. Teachers also set a day each week to have their grade level meetings and their planning meetings. These days are shared with the leadership team.</p>		Limited Development 08/20/2019		
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<i>How it will look when fully met:</i>	<p>Our school has a School Improvement Team, MTSS team, PLC teams for each grade level, and PBIS team. These teams meet regularly (weekly or monthly) to make school-wide decisions that inform instructional practice. Teacher and staff leaders are selected for professional development opportunities (Franklin County Ambassadors, Foundations) that they return and share with the entire staff. Collaboration across teams, grade levels, and content areas are encouraged.</p>		Objective Met 11/02/22	Amanda Lynch	06/10/2023
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Actions				
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10/4/21	Teachers will determine which days their grade level will set for grade level meetings and planning meetings.	Complete 10/04/2021	Amanda Lynch	10/04/2021
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Notes:

10/4/21	Teachers create weekly PLC agendas prior to their assigned day & time.	Complete 06/10/2022	Amanda Lynch	06/10/2022
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Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our administrative team currently:</p> <ul style="list-style-type: none"> is visible in all classrooms conducts informal walk throughs with some feedback conducts formal observations attends weekly PLC meetings 	Limited Development 08/20/2019		
<i>How it will look when fully met:</i>		<p>In full implementation our administrative team will:</p> <ul style="list-style-type: none"> be visible in all classrooms follow the schedule for NCEES observations provide immediate feedback with walk through observations attend and participate in weekly PLC meetings debrief and discuss walk through observations <p>Evidence of full implementation will include:</p> <ul style="list-style-type: none"> an observation schedule shared with staff documentation of walk through observations with feedback PLC minutes 		Genie Faulkner	06/10/2023
Actions			3 of 4 (75%)		
	11/3/22	Observation schedule up to date.	Complete 08/18/2022	Genie Faulkner	08/18/2022
	<i>Notes:</i>				
	11/3/22	Update PLC schedule.	Complete 08/18/2022	Genie Faulkner	08/18/2022
	<i>Notes:</i>				
	11/3/22	Update walk through instrument.	Complete 08/26/2022	Genie Faulkner	08/28/2022
	<i>Notes:</i>				
	11/3/22	Document walk throughs with Google Form.		Genie Faulkner	06/10/2023
	<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Data is regularly analyzed and discussed to plan instruction, direct teacher support, and inform decisions about professional development. We have an established MTSS team, a weekly PLC and grade level schedule, and leadership meetings. We use quarterly assessment data, BOY, BOG, MOY, and teacher made assessments to drive our conversations.	Limited Development 08/20/2019		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> · The leadership team along with PLC's will disaggregate ELA, Math, and Science data consistently to ensure that this information is driving instruction for students performing on each level. · Through studying the data as well as surveys, PD will be planned accordingly. · Our reading EOG proficiency will be 48%. · Our math EOG proficiency will be 51.6%. · Our science EOG proficiency will be 79%. · PLC's will effectively engage in conversations around student data to ensure all students' needs are being considered. 		Genie Faulkner	06/10/2024
Actions			7 of 10 (70%)		
8/20/19	Develop a grade level meeting schedule and PLC schedule.		Complete 09/03/2019	Genie Faulkner	08/23/2019
<i>Notes:</i>					
9/19/19	Set class goals for ELA, math, and science for teachers in grades 3-5.		Complete 09/20/2019	Genie Faulkner	09/20/2019
<i>Notes:</i> Goals for proficiency established from 2018-19 EOG data.					
9/20/19	The principal and assistant principal will complete weekly walk throughs with feedback when not in the formal observation window.		Complete 06/10/2021	Dakisha Perry	10/05/2019
<i>Notes:</i>					

9/20/19	A survey of reading instructional strategies used in classrooms will be sent to teachers to guide our reading professional development needs.	Complete 10/14/2019	Amanda Lynch	10/07/2019
<i>Notes:</i>				
10/15/19	The District Literacy Specialist will conduct walk through visit 10/23 and 10/24. He will provide feedback to the teacher and principal.	Complete 11/08/2019	Michael Diaz	10/24/2019
<i>Notes:</i>				
3/9/20	K-5 teachers participated in a school-wide PD "Taking a Deep Dive in the Math Standards". This PD required teachers to analyze a priority standard for Math, determine prerequisite skills and determine best instructional practices for teaching the standard.	Complete 02/19/2020	Amanda Lynch	02/19/2020
<i>Notes:</i>				
3/9/20	Teachers participated in meetings to analyze mid-year data. They discussed strategies to implement to improve student performance in areas (Standards) of need.	Complete 03/01/2021	District Specialist & IReady Representative	03/01/2021
<i>Notes:</i>				
10/18/22	K-5 teachers will attend Math in Practice PD sessions once a 9 weeks with Crystal Williams.		Amanda Lynch	06/01/2023
<i>Notes:</i>				
10/18/22	K-5 teachers will attend District Grade Level Meetings to receive effective strategies in ELA, Math, and Science as well as analyze data from mCLASS, iReady and NC Check-Ins.		Genie Faulkner	06/01/2023
<i>Notes:</i>				
10/18/22	All K-5 classroom certified staff, Instructional Coach, Interventionist and DLC will complete LETRS training.		Amanda Lynch	06/01/2024
<i>Notes:</i>				
Implementation:		03/09/2022		
Evidence	9/3/2019			
Experience	9/3/2019			
Sustainability	9/3/2019			

Core Function: Dimension C - Professional Capacity

Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. During the pandemic, it has become more difficult to find people to fill vacancies. We are working very hard to keep our current staff in place while attracting new staff.	Limited Development 08/20/2019		
		Priority Score: 2 Opportunity Score: 1	Index Score: 2		
<i>How it will look when fully met:</i>		<p>Our school works with our district to recruit, evaluate, reward, and replace staff. Each year, when they have it, we participate in our district’s job fair by sharing all the good things we offer as well as some of the challenges we face as a school. Our staff also participates in our interviewing process.</p> <p>Our evaluation system is aligned with the state evaluation system, NCESS. In addition to formal observations, we also participate in informal observations which include utilizing peer observers. Our culture is deeply rooted in tradition, including celebrating academic achievements, professional achievements and overall success and growth.</p> <p>We will continue to have a beginning teacher program with a mentor that supports our new teachers. They also have a master teacher assigned to them that is a non-threatening person that gives feedback to help support the beginning teacher.</p> <p>Our hospitality committee will continue to support our staff in difficult situations and also in celebrations.</p>	Objective Met 10/13/22	Dakisha Perry	06/10/2022
Actions					
	11/30/20	Share an explanation of NCEES with all teachers in the beginning of the year.	Complete 08/12/2020	Dakisha Perry	08/12/2020

<i>Notes:</i>				
11/30/20	Establish an observation schedule.	Complete 08/12/2020	Genie Faulkner	08/12/2020
<i>Notes:</i>				
11/30/20	Support staff with celebrations/holidays throughout the school year.	Complete 06/11/2021	Genie Faulkner	06/11/2021
<i>Notes:</i>				
9/28/21	Continue to attract qualified people to fill hard to fill vacancies such as instructional assistants, bus drivers, and digital learning coach.	Complete 10/13/2022	Genie Faulkner	06/10/2022
<i>Notes:</i>				
Implementation:		10/13/2022		
Evidence	10/13/2022			
Experience	10/13/2022			
Sustainability	10/13/2022			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers send out communication to their parents either weekly or monthly depending upon the grade level. The school also sends out a weekly newsletter. Many of the forms that we send home to parents are also provided in Spanish for our Spanish speaking families. For the specific teachers that have ESL students, translation devices are available; however, many teachers may still be unsure how to operate these tools. We will continue to provide teachers with the proper guidance and instruction to use these tools. The school and teachers also communicate with the parents through email, text, social media, and Blackboard. We also connect with parents through monthly events, such as Open House, Fall Festival, Curriculum Night, etc. We have purchased computer programs such as iReady for students to be able to access at home.	Limited Development 08/20/2019		

**How it will look
when fully met:**

When this objective is fully met objective you will see:

School events are well attended by parents/guardians, their students and community members.

100% of the teacher bios on the school website will include links to online information, class materials, etc.

The school website is a vibrant site where parents, students and community members can locate information with ease.

We will engage with parents by:

Sending weekly principal messages

Teachers will send weekly or biweekly newsletters informing parents of upcoming events and helpful tips targeted for their grade level.

Teachers will maintain a social media page to share learning experiences with parents as they occur.

The school will maintain a social media page to share school information and learning experiences as they occur.

Teaching parents the "curriculum of the home" which includes attitudes, habits, and skills that children need to improve their learning at school such as:

Do your best with any task they are given.

Read to and with their child nightly.

Practice fact fluency in addition, subtraction, multiplication or division.

Maintain a consistent bedtime that is age appropriate.

Ensure students are prepared with the needed materials and appropriate clothing daily.

Monitor screen time.

Use thoughtful and engaging questions at the end of the day.

Get to school on time and stay all day to ensure the maximum amount of time is spent in the classroom.

Jill Overton

06/10/2023

Actions		0 of 3 (0%)		
10/18/22	Teacher bios will be updated and posted on the school website.		Dakisha Perry	06/01/2023
<i>Notes:</i>				
10/18/22	Create a school website that is a vibrant and allows parents, students and community members can locate information with ease.		Dakisha Perry	06/01/2023
<i>Notes:</i>				
10/18/22	K-5 teachers will provide progress reports to parents either weekly, biweekly or monthly.		Genie Faulkner	06/01/2023
<i>Notes:</i>				